

**Biodiversity, Ecology and Conservation Biology**  
**Biology 211**  
**College of Charleston, Department of Biology**  
**Spring 2020**

**Lecture: 211 (sections 02)** TuTh 10:50 am-12:05 pm room RITA 273

**Discussion: 211-D02** Tu 2:00 pm-5:00pm. Room: RITA 273

**Instructor: *Dr. Courtney Murren***

**Office:** RITA 227

**Office Phone:** 843-953-8077

**Email:** murrenc@cofc.edu (best way to reach me)

**Office hours:** 11:00am-noon Wednesday and by appointment

**Instructional Objectives**

This course is intended to foster an understanding of the diverse ways organisms interact with the environment, the fundamental principles of ecology, evolution, and conservation biology, and to learn about the three domains of biodiversity on Earth. More specifically as a student in this course you will

- review evolution, initially developed by Charles Darwin, and supported by modern data
- explore the modern synthetic view of evolution which integrates genetics, molecular biology and many other areas of biology into an explanation of how evolution occurs.
- explore mechanisms (or processes) of evolution including
  - how populations evolve at the genetic level (evolutionary genetics)
  - how new species arise (speciation)
  - how biologists are revealing the way life diversified on earth and what the current “tree of life” looks like (systematics & phylogeny)
- explore the evidence in support of evolutionary theory and processes.
- explore the features of the diverse species that inhabit the planet to discover
  - the anatomical, physiological and behavioral associations between related groups of organisms
  - the contributions of the diverse groups of living organisms to ecological systems and human welfare
  - an astonishing variety of lifestyles, traits, and solutions to the challenges of life
- explore how populations change in abundance and distribution (population ecology)
- explore ecological interactions between species (community ecology)
- explore processes and changes that occur at the level of ecosystems
- apply evolutionary and ecological concepts and theories to issues related to the conservation of biodiversity on earth (conservation biology)

## Student Learning Outcomes

At the end of this course, students are expected to be able to:

- describe the processes by which populations of organisms change in size
- explain the forces that lead to evolutionary change in populations and diversification among species
- interpret phylogenetic trees to comprehend the evolutionary relationships they depict
- discuss how interactions with the physical environment and with other organisms influence populations and communities
- build a foundation of knowledge about life's diversity and its interrelatedness
- apply ecological and evolutionary principles to the conservation of biodiversity
- apply the following skills used by professional biologists: use primary literature, generate scientific questions and pose testable hypotheses, analyze data to evaluate hypotheses, use quantitative models to describe biological processes, and communicate these to a scientific audience.

We will work throughout the semester toward achieving these objectives and outcomes, *Special to our section*, we will learn through participation in a **CURE** (Course Based Research Experience)—where you will act as a scientist by participating in biological discovery where we will share our rigorously curated data with students and researchers globally.

The first two thirds of the course are conceptual and quantitative. Some topics you may have encountered briefly in 111 or 112\*. We will take these ecological and evolutionary principles to the next level engaging quantitative and modelling aspects to inquiry. I emphasize reading and writing graphs to develop conceptual and quantitative components of evolutionary and ecological topics and how they relate to conservation biology. We will investigate mathematical and conceptual models, write models, work with data, use models to make predictions and use evidence to make biological arguments. We will work problems in class, have additional problem sets for practice and quizzes as ways to develop these skills.

In the third section of the course, we will explore the diversity of life on the planet from marine to terrestrial, tropics to arctic, including micro- and macro-scopic organisms. As conservation of biodiversity includes a phylogenetic understanding, we emphasize reading, building and creating phylogenies. To be able to bring these concepts to upper division comparative courses, this component of the course also requires a concerted effort in developing skills for learning a large body of material and synthesizing this material in a united framework. These skills and understanding of relationships among organisms are essential for future biology major courses as well as careers across the spectrum of biology from conservation to medicine.

**Discussion sessions:** The discussion sections are a *critical and mandatory* component of this course. We will build skills in many of the tools of how scientists across disciplines (from medicine to ecology) do science. We will spend time working on data analysis, data presentation, oral communication of science, and scientific writing. Students will work both independently and

in groups (as scientists do in their daily lives). In the discussion sections, we will investigate several research projects. We will examine the primarily literature extensively and investigate published data.

**Prerequisites** for this course include Biology 111, Biology 111L, Biology 112 and Biology 112L. Successful completion of these courses is required for enrollment in 211. Recommended pre/co-req. Math250 or equivalent. Suggested Math knowledge: through algebra or pre-calculus.

**Texts:** Biological Science 6<sup>th</sup> edition, Freeman\*

### Course Policies

**Lecture attendance:** Attendance in lecture will set you on the road to success in this course. During lecture, I will describe evolutionary, ecological and conservation principles and share examples from the recent literature. Coming prepared to lecture, by having read the assigned chapter will be an asset towards understanding the topics – as we will be answering questions and doing problems that build from this foundation. Lecture is an excellent time to ask questions and participate in an active discussion of topics. We will be doing problems together and in small groups during class. I adhere to the College of Charleston Absence Policy, as described in the student handbook. Miss lecture? Get notes, handouts and activities from another student (note, exam questions come from lecture as well as the text). If you will have a planned academic/athletic CofC supported absence on the day of an exam – you must notify me BEFORE the exam is given. Any make up (with a documented reason) must be completed before the exam is returned to the class (1-5 days from scheduled exam time). All excuses must be documented via the Dean of Undergraduate Study. Final exams times are designated by the registrar's office see policy at: <https://registrar.cofc.edu/calendars/#FES>

**Scientific Communication (Sci-Comm):** Each student will sign up for a particular class-day for sci-comm (current event). On that day, the student will post a link to a news article that relates to topics related to our course in the OAKS discussion thread. We will start each class with a brief summary of the news article and make connection with our course material to the global-press.

**Note-taking:** I consider note taking an important skill to develop as a student. I will provide printed outline hand-outs and all the tables/figures/graphics that are not available in the textbook at the start of each class. Recommendation: read the text prior to class. Study guides to aid in exam preparation before exams will be posted on OAKS. Problem sets from class and additional ones on OAKs will also help with mastery of the exciting world of ecology, conservation and biodiversity.

**Discussion attendance:** Attendance to discussion sections is a *required* component of this course, and is *mandatory*. For group projects, other students will be counting on your presence, effort and intellectual engagement in the project. Participation in both independent and group aspects will contribute to your grade. Students who in the past have not come to discussion and have not handed in assignments result in doing very poorly in the overall course – as the *writing assignments in discussion are a large component of the overall course grade*. You lose much more than the participation points associated with that week. Much material involves working

with teams and thus cannot be made up. Ok, you are here and have read this carefully, email me and you'll earn one point of extra credit. If you miss a discussion section, it is the student's responsibility to contact the professor to build a plan. Missing discussion sections is a good predictor of failing the course. If one or more discussion projects are not completed, students will fail the course.

**Assignments and late policy:** Assignments will be turned in on time to be considered for full credit. Many projects are scaffolded such that assignments build upon each other. A loss of **5%** will be deducted per school day for *any* late assignment. Zero points will be recorded for an assignment if it is not turned in before the assignment is passed back, discussed in class or key posted. Suitable means to turn in assignments will be primarily on OAKS. When OAKs is not available, assignments should be printed and turned in directly to me, under the office door of RITA 227, or in mailboxes in the Biology office in RITA 230 (office hours are 8:30-4pm weekdays).

**Computers:** All assignments will be required to be completed on a word processor (or other necessary software (e.g. Excel, Powerpoint, etc. available to all students). There are computer labs in the Addlestone library, RITA, SSMB and other locations around campus.

**Class Courtesies:** Be on time, put cell phones, watches and other devices that beep in silent mode (do not talk on the phone or text message, IM, use Facebook, websurf or conduct web searches not associated with assignments during discussion or lecture. I'm super distractible by these devices, and I have a growing data set that these things distract classmates too. Need a computer/tablet to take notes that is okay.). Emergency during class, please slip out of the room and return when you are able. Do not eat, drink or smoke or vape in the laboratory or on field excursions. If you must leave early or arrive late please sit in the back (giving me a heads up before class starts is totally welcome). Do study, do ask questions, do participate in class activities, be courteous and respectful to your colleagues. **Bring your enthusiasm – it is contagious.**

**Academic honesty:** Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student's actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others' exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor. Students can find the complete Honor Code and all related processes in the Student Handbook at <http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php>

If you have questions on how to properly cite, paraphrase or document literature sources, it is your responsibility to consult me for assistance – please come to office hours or ask me during discussion section. I'm happy to help! **PLAGIARISM, INCLUDING FROM WIKIPEDIA, WILL RESULT IN A ZERO ON THE ASSIGNMENT, POSSIBLE FAILURE IN THE COURSE AND HONOR BOARD REFERRAL.**

**Tips for success with lecture material- (I recommend these active learning techniques):**

- 1) coming to class having already read the material as presented in the text
- 2) engaged participation with problem sets and group work in class
- 2) taking notes on the text and coming to class with questions.
- 3) re-writing your notes from class including graphs and phylogenies, making flash cards
- 4) studying by setting up study sessions and actively quizzing a classmate (check out the gorgeous white boards all over RITA)
- 5) use textbook additional resources to challenge yourself with additional quantitative problems
- 6) complete quizzes on oaks (multiple attempts available to enhance learning). (these also directly earn you points).

Students who succeed develop skills in learning how to study that matches their learning style outside of the classroom. Biology always been super easy having been exposed to the same topics in multiple and learning the new topics here are challenging – come by my 'student office hours' and I'm happy to help you identify and develop new skills. I'll emphasize skills and approaches to help further develop good study/professional skills that go beyond the biology classroom and are important for a large variety of careers.

**Center for Student Learning:** I encourage you to utilize the Center for Student Learning's (CSL) academic support services for assistance in study strategies, speaking & writing strategies, and course content. They offer tutoring, Supplemental Instruction, study strategy appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at <http://csl.cofc.edu> or call (843)953-5635.

**Disability Access:** The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability

Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before the accommodation is needed. Exam times at SNAP fill quickly these days, please be sure to secure your spot in advance.

**Inclement weather plan:** If the College of Charleston closes and members of the community are evacuated due to inclement weather, students are responsible for taking course materials with them in order to continue with course assignments consistent with instructions provided by faculty. In cases of extended periods of institution-wide closure where students have relocated, instructors may articulate a plan that allows for supplemental academic engagement despite these circumstances.

### Lecture Schedule

Thursday January 9, 2020 –

**Introductions –**

What is Biology 211 all about? – The Age of Biology – Genomic Discoveries and Ecological Destruction -- The Diversity of Life and Its Uncertain Future – From wildfires to missing birds

Readings: Ch 1

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Tuesday January 14, 2020 –

**Introduction to Conservation Biology and Evolving Populations –**

Habitats and climate – From Genes to Populations – Evolutionary Biology from Darwin to Today

Readings: Ch 54, 22

Note: last day of drop add = January 15, 2020

Thursday January 16, 2020 –

**Evolutionary Mechanisms-- Natural Selection**

The Four Essential Ingredients – Is Height Heritable? – Fitness and Adaptation

Readings: Ch 22

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Tuesday January 21, 2020 –

**Population Genetics –**

Catching Selection in the Act -- Myths and Misperceptions --

Readings: Ch 23, Bioskill 4

Thursday January 23, 2020 –

**Evolutionary Process –**

Types of Direct, Stabilized & Disruptive, Sexual – Drifting at Random – Immigration: Genes Go With the Flow – Mutation is everywhere

Readings: Ch 23

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Tuesday January 28, 2020

**Evolution to Ecology**–

Inbreeding and avoiding it – Changing in response to environment: “Plasticity” --

Birth, Death, and Fecundity – Table of Life and Curve of Survival –

Life’s Histories – Math is a biologist’s toolkit – When Growth is Exponential

Readings: Ch 49 & 51

Thursday January 30, 2020 –

**Population Growth and Human Ecology**–

A Carrying Capacity Applies the Brakes – Depend on Density? -- Cycling – Does

Geography Matter for Human Population Growth?

Readings: Ch 51

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Tuesday February 4, 2020

**Community Ecology and Competition** –

Species interact even in bellybuttons – Hey that’s my Niche! Can They Coexist?

Readings: Ch 52

Thursday February 6, 2020 –

**Predation, Herbivory and Parasitism** –

The Math of Eating --Why is the World Green? – Do Parasites rule the world?

Readings: Ch 52

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Thursday February 11, 2020 –

**Parasitism, Mutualism and Communities** —

Can We All Just Get Along? – Mutualism – It Takes A Community – Keystones & Islands

Readings: Ch 52

**Tuesday February 13, 2020 – EXAM I**

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Tuesday, February 18, 2020

**Community Structure** –

Finding Succession – Disturbance ecology – Putting Numbers on Diversity – How to be

Stable and Productive – Why are the tropics so diverse?

Readings: Ch 52 & 54

Thursday February 20, 2020

**Ecosystem Ecology** —

Biomes around the world – the Power of Precipitation and Temperature – Productivity & Distribution

Readings: Ch 49 & 53

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Tuesday February 25, 2020

**Biogeochemistry, Climate and Biogeography –**

Where Does All the Energy Go? – Cycles: H<sub>2</sub>O, C and N and Human Disturbance –  
What Happens when Humans Change Wildlands into Cities?

Readings: Ch 53

Thursday February 27, 2020

**Origins of Biodiversity and Phylogeny introduction –**

What is a species? The Species Concepts – Allopatry: Changing After a Breakup –  
Sympatry: Living Together, Growing Apart -- Reading Mobiles - a Phylogeny

Readings: Ch 24, and Bioskill 13

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Tuesday March 3, 2020

**Phylogenetics and the History of Life –**

Building biological relationships—Data: From Bones and Genes Traits and Trees –  
Radiation – The Ticking Clock – Life on Earth in 50 minutes – Explosions and  
Extinctions: Duplication and Diversification– Roots of the Tree

Readings: Ch 25

Thursday March 5, 2020 –

**The Domains of Life and Introduction to Bacteria —**

Abundant and Diverse – Bacteria – Archaea -- Disease and Environmental Catastrophe–  
Detecting the “Undetectable”

Readings: Ch 26

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Tuesday March 10, 2020

**Bacteria and Archaea -- So Many Lifestyles –Meet the Bacteria -- Evolution and Drug  
Resistance – Safety of Vaccinations -- Meet the Archaea**

Readings: Ch 26

Thursday March 12, 2020 –

**Eukaryotes and Protists – Major, Major Transitions in Evolution — Protists are  
Paraphyletic – Microscopic and Ecologically important-- Clues to the Big Tree – Cells  
Inside Cells — Cells Upon Cells – How To Get Around – Meet the Protists**

Readings: Ch 27

Friday March 13, 2020 **Last day to withdraw with a grade of “W”**

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**March 14-22, 2020 SPRING BREAK**

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Thursday March 24, 2020 –

**Protists and Plants –**

Apicomplexans, Parabasalids and Other Oddities – All Algae Are Not Alike Micro and Macro– How Green Are Your Algae?

Readings: Ch 27, 28

**Tuesday March 26, 2020 EXAM II**

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Tuesday March 31, 2020

**Plants** – Plants are “What’s for Breakfast” – Mosses – Ferns – Alternation of Generations --Plant Sex is Diverse -- Pollen, then Seeds, then Flowers -- Cycads and Ginkgoes – Cones on Parade

Readings: Ch 28

Thursday, April 2, 2020

**Gymnosperms & Angiosperms —**

Plants on Land -- Flowers – The Beautiful Revolution – Ovaries – Exquisite Mutualisms and Other Manipulations – Monocots, Yes, But Dicots?

Readings: Ch 28

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Tuesday April 7, 2020

**Fungi and Animal Introduction –**

Absorb the Dead, Absorb the Living – Sex and Asex Among the Fungi – Mutualists and Parasites – The Faces of the Fungus – Dead Frogs -- What is an Animal?

Readings: Ch 29, 30

Thursday April 9, 2020

**Animals – Major Themes**

Sponges Are Animals? – Layered Tissues, Symmetry, Guts and Development -- The Animal Tree – Animal Sex and Life Cycle – Choanoflagellates-- Porifera

Readings: Ch 30

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Tuesday April 14, 2020

**Animals: Diploblasts, Acoelomorphs and Protostomes** – Cnidaria – Ctenophera – Acoelomorpha – Worms are flat, round, segmented, numerous – Mollusca: From Edible to Smart

Readings: Ch 30 and 31

Thursday April 16, 2020

**Protostomes and Deuterostomes** – Nematodes in Numbers – Arthropods Rule – Chelicerates – Insecta Dominates – Crustaceans In and Above Water -- Your Closest Relatives, Phylogenetically Speaking -- Spiny Echinoderms -- Radial Symmetry Revisited

Readings: Ch 31 and 32

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Tuesday April 21, 2020

**Deuterostomes** — Know Your Chordates -- Tunicates, Hagfish and Lampreys, Jaws, Cartilage, Bones –In Water & on Land -- Amphibians Live In Two Worlds – The Egg– Birds Are Reptiles – Furry, Milky Mammals – Humans

Readings: Ch 32

Thursday April 23-- Reading Day (no classes this day)

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Tuesday April 28th **FINAL EXAM 8-11am RITA 273**

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**NOTE: Discussion sections begin January 21**

**Course requirements & Course Points**

|   |          |
|---|----------|
| In Class Exams:                               | 300 Pts. |
| Final Exam (second half cumulative):          | 250 Pts. |
| Quizzes (on OAKS)                             | 50 Pts.  |
| Discussion activities, in class assignments   | 30 Pts.  |
| Skill development assignments                 | 65 Pts.  |
| Discussion Project 1 Evolutionary Ecology     | 130 Pts. |
| Discussion Project 2 Ecology and Conservation | 75 Pts.  |
| Discussion Project 3 Biodiversity             | 75 Pts.  |
| Discussion Presentations                      | 25 Pts.  |
| <b><u>Total points:</u></b> 1000 Pts          |          |

**Grading Policy:** A: 93-100, A-: 90-92; B+: 87-89, B: 83-86, B-: 80-82, C+: 77-79, C: 73-76, C-; 70-72, D+: 67-69; D: 63-66, D-: 60-62, F: <59, other aspects of grading follow CofC standards.

**Extra Credit**

I will offer potential extra credit options all of *minor* point value. A *maximum* of 4 seminars would count as extra credit. NOTE: These extra credits are a token to encourage general campus/civic involvement – find out about awesome scholarship outside the classroom. *Tight on time and choosing between studying for an exam and going to seminar for extra credit? More points to grab on the exam than from extra credit!*

I will announce in lecture the seminars with content appropriately associated with 211 – but times generally include:

- 1) Monday 12-1 seminars in RITA
- 2) Friday 4-5 pm seminars at Ft. Johnson Auditorium at Ft. Johnson / Grice Marine Lab on James Island – sign up for the shuttle

To receive credit you must hand in a typed 5 sentence summary of the seminar that you participated in which also includes a description of what you learned from this seminar. In general, a seminar will be worth about 3 points of extra credit.

Alternative extra credit: Pick up plastic trash off the beach or park. Take a picture of you with your bag and upload onto OAKS or bring in the full bag to class. Include a summary of the impact of plastic trash on the ecology of the beach or park including connection to course content. (3 points)

See separate discussion syllabus for weekly activities and assignments.

### **College of Charleston Required syllabus statements:**

#### **Honor Code and Academic Integrity:**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student's actions are related more to misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student's transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

Students can find the complete Honor Code and all related processes in the *Student Handbook* at <http://deanofstudents.cofc.edu/honor-system/studenthandbook/index.php>

**Accommodations for students with Disabilities** The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

### **College of Charleston Recommended syllabus statements: Center for Student Learning:**

The Center for Student Learning's (CSL) academic support services provide assistance in study strategies, speaking & writing skills, and course content. Services include tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become

more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at <http://csl.cofc.edu> or call (843) 953-5635.

### **Mental & Physical Wellbeing:**

At the college, we take every students' mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at <http://counseling.cofc.edu> or 843.953.5640 3<sup>rd</sup> Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit <http://counseling.cofc.edu/cct/index.php>, or meet with them in person 3<sup>rd</sup> Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

### **Food & Housing Resources:**

Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (<http://studentaffairs.cofc.edu/about/salt.php>). Also, you can go to <http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php> to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to Professor ABC if you are comfortable in doing so.

### **Inclusion:**

The College of Charleston offers many resources for LGBTQ+ students, faculty and staff along with their allies.

[Preferred Name and Pronoun Information](#)

[On Campus Gender Inclusive facilities](#)

[Campus Resources](#)

[College of Charleston Reporting Portals](#)

[National Resources for Faculty & Staff](#)

[GSEC Reports](#)

[Documenting LGBTQ Life in the Lowcountry](#) (CofC Addlestone Library Special Collections Project)

[College of Charleston Quality Enhancement Plan \(QEP\)](#)

[Articles about CofC and LGBTQ+ Issues](#)

### **Inclement Weather:**

If the College of Charleston closes and members of the community are evacuated due to inclement weather, students are responsible for taking course materials with them in order to continue with course assignments consistent with instructions provided by faculty. In cases of extended periods of institution-wide closure where students have relocated, instructors may articulate a plan that allows for supplemental academic engagement despite these circumstances.

## Statement on “Religious Accommodation for Students”

[\(Faculty/Administration Manual VIII.A.10\)](#)

The College of Charleston community is enriched by students of many faiths that have various religious observances, practices, and beliefs. We value student rights and freedoms, including the right of each student to adhere to individual systems of religion. The College prohibits discrimination against any student because of such student’s religious belief or any absence thereof.

The College acknowledges that religious practices differ from tradition to tradition and that the demands of religious observances in some traditions may cause conflicts with student schedules. In affirming this diversity, like many other colleges and universities, the College supports the concept of “reasonable accommodation for religious observance” in regard to class attendance, and the scheduling of examinations and other academic work requirements, unless the accommodation would create an undue hardship on the College. Faculty are required, as part of their responsibility to students and the College, to ascribe to this policy and to ensure its fair and full implementation.

The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the College. Faculty members are expected to reasonably accommodate individual religious practices. Examples of reasonable accommodations for student absences might include: rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a student’s presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment dates. Regardless of any accommodation that may be granted, students are responsible for satisfying all academic objectives, requirements and prerequisites as defined by the instructor and by the College.

### 2019 – 2020 Religious Holidays<sup>1</sup>

| Date                           | Holiday                           | Religion           |
|--------------------------------|-----------------------------------|--------------------|
| September 30 – October 1, 2019 | Rosh Hashanah <sup>2</sup>        | Jewish             |
| October 9, 2019                | Yom Kippur <sup>2</sup>           | Jewish             |
| October 14 – October 20, 2019  | Sukkot <sup>2</sup>               | Jewish             |
| October 21, 2019               | Shemini Atzeret <sup>2</sup>      | Jewish             |
| October 22, 2019               | Simchat Torah <sup>2</sup>        | Jewish             |
| September 29 - October 7, 2019 | Navaratri                         | Hindu              |
| October 8, 2019                | Dussehra                          | Hindu              |
| October 27, 2019               | Diwali                            | Hindu              |
| October 29, 2019               | Birth of the Bab                  | Baha’i             |
| October 30, 2019               | Birth of Baha’u’Ila               | Baha’i             |
| January 6, 2020                | Christmas <sup>3</sup>            | Orthodox Christian |
| February 26, 2020              | Ash Wednesday (Beginning of Lent) | Christian          |
| March 2, 2020                  | Great Lent Begins                 | Christian          |
| March 10, 2020                 | Purim <sup>2</sup>                | Jewish             |
| March 20, 2020                 | Naw-Ruz                           | Baha’i             |

|                          |                                     |                    |
|--------------------------|-------------------------------------|--------------------|
| April 10, 2020           | Good Friday                         | Christian          |
| April 9 - April 16, 2020 | Passover <sup>2</sup>               | Jewish             |
| April 17, 2020           | Good Friday (Orthodox) <sup>3</sup> | Orthodox Christian |
| May 1, 2020              | Ridvan                              | Baha'i             |

<sup>1</sup> *The previously included Islamic holiday of Eid al-Adha falls outside the regular academic year and is therefore not listed here.*

<sup>2</sup> *All Jewish holidays begin at sunset on the evening before the date given.*

<sup>3</sup> *Orthodox Christian holidays begin at sunset on the evening before the date given.*

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